DOCUMENT RESUME

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ABSTRACT

References selected from Exceptional Child Education Abstracts and pertaining to instructional programs and therapy for speech handicapped children are listed in the bibliography, one in a series of over 50 such listings concerning handicapped and gifted children. For each of the 49 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include manuals, program and curriculum guides, texts, journal articles, conference papers, and other publications. (KW)

EC032738

ED052570

SPEECH HANDICAPPED—PROGRAMS

A Selective Bibliography

February 1971

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Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC 032 738

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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ABSTRACTS

ABSTRACT 10115

EC 01 0115 ED 015 573
Publ. Date 64
McDonald, Eugene T.;
Cerebral Palsy, Foundations of Speech Pathology Series.
EDRS not available

Descriptors: exceptional child education; identification; speech therapy; physically handicapped; physical therapy; speech handicapped; cerebral palsy; language development; children; etiology; medical evaluation; multiply handicapped; neurologically handicapped; neurology; speech; speech evaluation; speech instruction; classification

This introductory text on cerebral palsy is divided into two sections. The first section of the book contains information about understanding the meaning of cerebral palsy, programs for those with cerebral palsy, the neurological bases, etiology, diagnosis, and the classification of cerebral palsy. Problems often associated with cerebral palsy are briefly discussed as are the types of therapy employed in treatment. The last two chapters are concerned with diagnosis and treatment of language and speech problems. Each of the chapters has a series of suggested readings and questions about the topic. A 195-item bibliography is included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $4.95. (GB)

ABSTRACT 10219

EC 01 0219 ED 018 035
Publ. Date 67
Brutten, Eugene J.; Shoemaker, Donald J.
The Modification of Stuttering.
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; reinforcement; speech improvement; speech instruction; speech pathology; conditioned response; behavior change; behavior theories; learning theories; operant conditioning; emotional adjustment; heredity; environmental influences; stimulus generalization; conditioned stimulus; behavior modification

Intended for both the college student and the professional speech pathologist, the book presents current learning theories concerning stuttering, data important to the theories, and a two process theory of learning for theoretical integration of the data on stuttering and for therapeutic modification. Information presented about behavioristic approaches to stuttering includes the concepts underlying both traditional theories of stuttering and learning theory approaches to stuttering. The consideration of stuttering as conditioned disintegration of speech behavior includes emotional learning, the development of stuttering, instrumental learning, fluency,fluency failure, and stuttering. Predisposing factors are assessed, and a theory for modification of stuttering, based upon the extinction of classifically conditioned and instrumental responses, is described. Clinical procedures presented for the modification of stuttering are as follows--determining critical stimuli, the individual interview, the group interview, determining critical stimuli in the child, control of response strength through stimulus generalization, methods of controlled stimulus presentation, inhibition of negative emotional responses, inhibition of instrumental responses for extinction, and the strategy of the two-process theory. A bibliography accompanies each chapter. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. (JD)

ABSTRACT 10230

EC 01 0230 ED 018 917
Publ. Date Oct 67 95p.
New Techniques in Diagnosis and Appraisal and Implication for Therapy for All Public School Children with Communication Disorders, Proceedings of a Special Study Institute (Montgomery, Alabama, October 4-6, 1967).
Alabama State Dept. Education, Montgomery
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; speech therapy; identification; children; public schools; clinical diagnosis; school services; communication problems; speech therapists; reading achievement; medical treatment; interdisciplinary approach; speech evaluation; speech pathology; language handicapped; school responsibility; administration; program planning

In October 1967, a special study institute, sponsored by the Alabama State Department of Education, convened for the purposes of (1) discussing the most efficacious means of speech therapy program organization, (2) exploring new techniques of speech problem identification, prognosis determination, and therapeutic sequence development, and (3) studying the role of the speech therapist in relation to the total public school program. Remarks by Lucy Whitley concern the PTA's Role in Assisting Schools in Providing Services to Children with Communication Problems. The following papers are presented--(1) The Responsibility of Public Schools in Providing Services to Children with Communication Problems by W.W. Elliott, (2) Techniques in Diagnosis and Appraisal of Children with Communication Problems--Implications for Therapy by Gretchen Phair, (4) The Role of the Speech Therapist in the Public Schools by Martha Black, (5) Some Medical Aspects of Speech Pathophysiology by William Daniel, Jr., (6) Communicologists in the Total Health Picture by Gwenyth R. Vaughn, and (7) Oral Architecture and Expression Potential by Joseph M. Sims. Summaries of two group sessions and a list of participants are included. (JB)

ABSTRACT 10232

EC 01 0232 ED 018 919
Publ. Date 68
Sloane, Howard N., Jr., Ed.; Macaulay, Barbara D., Ed.
Operant Procedures in Remedial Speech and Language Training.
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; teaching methods; language handicapped; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children

Intended for speech therapists, teachers of the mentally retarded, and others in special education, the collection contains reports by various authors on speech and language modification attempts that have utilized operant conditioning procedures, as well as several papers on background topics. Background papers on teaching treat environmental control of verbal behavior, token reinforcement for retarded pupils, the observation and recording of verbal behavior in remedial speech work, and the basic behavioral mechanism of imitation. Reports on instituting speech in severely impaired children explain remedial teaching procedures, a program (including reading) for nonverbal retardates, and a program for psychotic children. Also included are papers on echolalic children and automatism, aphasic children given programed instruction, mute psychotics treated by reinforcement and imitation, and the application of operant conditioning. Reports on research in articulation difficulties and stuttering con ider the application of teaching machine concepts, programed learning instruction in phonics, operant procedures, and manipulation of stuttering. Also discussed are issues in behavior manipulation and research implications. The research reports provide charts, graphs, or illustrations, as well as reference lists. The book is indexed by subject and author. This document was published by the Houghton Mifflin Company, Boston, Massachusetts. (JD)

ABSTRACT 10257

EC 01 0257 ED 018 914
Publ. Date 67

Speech Pathology, Diagnosis--Theory and Practice, Report of the National Conference of the College of Speech Therapists (Glasgow, July 25-29, 1966).

EDRS not available

Descriptors: exceptional child education; speech handicapped; speech therapy; speech handicaps; speech evaluation; speech pathology; stuttering; voice disorders; neurosis; clinical diagnosis; fluency; language development; mentally handicapped; reading ability; articulation (speech); inhibition; theories; minimally brain injured; verbal ability; experimental programs; conference reports; educational diagnosis

Twenty articles and abstracts on the theory and practice of diagnosis are included in this report of the National Conference of the College of Speech Therapists in Glasgow in 1966. Four papers on stammering consider tongue thrusting, the neuroses involved, prognosis, and differential diagnosis in disorders of fluency. Other articles discuss areas of language development, language deficiency in mentally handicapped children, the apparently unintelligible speech of a 10-year-old boy, tongue thrusting, and aspects of vocal inadequacy. Additional papers treat the present state of speech therapy, reading capacity and articulation defect, difficulties of diagnosis in schools for mentally retarded children, programed therapy for misarticulations resulting from inverse processes of self evaluation, reciprocal inhibition--a process of continuous diagnosis, and theory and practice of diagnosis. Also included are abstracts of five articles printed in the British Journal of Disorders of Communication. This document was published as a supplement to the British Journal of Disorders of Communication published by E./S. Livingstone, Ltd., Edinburgh and London, Great Britain, and is available in the United States from the Williams/Wilkins Co., 428 East Preston Street, Baltimore, Maryland 21202. (GD)

ABSTRACT 10514

EC 01 0514 ED 022 291
Publ. Date 67 61p.

Harrington, Donald A., Ed.

Services for Children with Communicative Disorders; A Guide for Public Health Personnel.

American Public Health Association, New York, New York, Program Area Committee On Child Health;
Children's Bureau (DHEW), Washington, D. C., Social And Rehabilitation Service
Public Health Service (DHEW), Arlington, Virginia, National Center For Chronic Disease Control

EDRS not available

N5503A64

The American Public Health Association, Inc., 1740 Broadway, New York, New York 10019.

Descriptors: exceptional child services; speech handicapped; aurally handicapped; language handicapped; program planning; clinical diagnosis; sensory training; program administration; organizations; research and development centers; prevention; medical treatment; community health services; communication problems; classification

Written for public health personnel, the guide describes programs to aid the communication disorders of hearing, speech, and language impairments. Areas considered include the nature, size, classification, and prevalence of communicative disorders; reporting, registration, monitoring, and screening methods of case finding; special risk conditions for communicative disorders; and procedures for testing the communicative abilities of children (newborn through 5 years). Also discussed are the objectives of diagnosis, examination and evaluation (both medical and nonmedical aspects), and diagnostic procedures; and prevention, treatment, and training. Principles of organization and administration are stated, and guidelines given for developing a community program. Geographic factors, advisory committees, community education, personnel, and evaluation are mentioned. Concerning research, the nature and scope of activities, organization of staff, and allocation of the budget are described. Appendixes give a list of 10 national organizations on hearing and speech and a bibliography of 79 items. The program area committee members are listed. (GD)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.

Bangs, Tina E.

Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.

EDRS not available

Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 11063

EC 01 1063 ED N.A.
Publ. Date 65 414p.

Irwin, Ruth Beckey

Speech and Hearing Therapy; Clinical and Educational Principles and Practices.

EDRS not available

Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pennsylvania.

Descriptors: exceptional child education; speech handicapped; speech therapy; teaching methods; articulation (speech); oral communication; speech improvement; phonology; clinical diagnosis; hearing therapy; inservice teacher education; school services; parent education; instructional materials; speech therapists; program planning; stuttering; physical facilities; school schedules; certification; auditory training; administration; aurally handicapped

Designed for the clinician, the text provides suggestions and materials for special programs in speech and hearing therapy. Areas covered include oral communicative disorders in the schools, speech and hearing services, organizational procedures, diagnostic procedures, educative processes, methods of treatment, parent and teacher education in communicative disorders, and speech improvement in the classroom. Specific clinical and educational procedures in the treatment of functional misarticulations and disorders of phonation, rhythm,and spoken language are also discussed. Projects and selected references for further study are enumerated at the end of each chapter. Appendixes present a list of audiovisual aids; the code of ethics for the American Speech and Hearing Association; forms for the student, teacher, and program evaluation; a hearing conservation program; the International Phonetic Alphabet; oral language for slow learning children; requirements for the certification of clinical competence; services and functions of speech and hearing specialists in public schools; tests of manual activities, sound discrimination, voice, articulation, oral cavity and dental structures, and auditory memory span; and lists of materials, addresses for materials, and recordings. (IM)

ABSTRACT 11068

EC 01 1068 ED N.A.
Publ. Date 61 71p.

Barry, Hortense

The Young Aphasic Child, Evaluation and Training.

Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., The Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; language handicapped; identification; teaching methods; learning disabilities; sensory training; training techniques; perceptual motor learning; motor development; language instruction; scheduling; aphasia; clinical diagnosis; perception; space orientation; perceptual motor coordination; language development

The problem of aphasia and related disorders in children is discussed, methods of finding the specific area or areas of malfunction are presented, and instructions are given on how to use appropriate materials to train impaired functions. Evaluation is considered in terms of procedures to determine levels of language, psychomotor functioning, emotional and social adjustment, and motor abilities. Discussion of training includes the physical set-up (general procedures, materials, and a time schedule for a structured teaching day) and methods for corrective therapy (training impaired body image; training impaired visual, tactile or auditory perception; training for auditory and visual figure-ground disturbance and spatial disorientation; and training in gross, fine, and speech motor skills). Methods for teaching language skills, reading readiness, reading, writing, and number concepts are presented. (SN)

ABSTRACT 11151

EC 01 1151 ED 012 131
Publ. Date 66 201p.
Simpson, Bessie Chenault
Stuttering Therapy; A Guide for the Speech Clinician.
EDRS not available
Interstate Printers And Publishers, Inc., Danville, Illinois 61832 ($3.25).

Descriptors: exceptional child education; speech handicapped; teaching methods; speech therapy; stuttering; lesson plans; primary grades; elementary grades; intermediate grades; teaching guides; speech evaluation; self esteem; behavior change; changing attitudes; vocabulary development

Specific therapy for speech clinicians to use with stutterers are presented. Aspects discussed include prevention of stuttering, organization and planning of therapy, speech rules, speech evaluation, and termination of therapy. Twenty-three therapy plans are described for each of three levels: the first level, kindergarten to grade 2, emphasizes the home and family, story telling, dramatics, and activities designed to increase confidence; the second level, grades 3 to 5, focuses on changing attitudes, feelings, and behavior; the third level, grades 6 to 8, stresses vocabulary building. Appendixes present additional material to aid the speech therapist, including a sample case history form, testing program, conference procedures, suggested materials, and a 16-item bibliography. (EB)

ABSTRACT 11186

EC 01 1186 ED 027 674
Publ. Date 67 131p.
Smaltz, Janet M., Ed.
Guides to Special Education in North Dakota. Volume III, Speech and Hearing Services in Public Schools.
North Dakota Department Of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; speech therapy; aurally handicapped; state programs; speech handicapped; teaching methods; speech therapists; administration; teacher certification; records (forms); auditory evaluation; audiometric tests; hearing aids; equipment maintenance; parent involvement; health services; welfare services; clinical diagnosis; scheduling; facility requirements; program planning; identification; North Dakota

Guidelines are provided for the establishment and maintenance of public school speech and hearing programs. Administrative information covers planning the speech correction program, different types of programs, qualifications and responsibilities of clinicians, facilities for the programs, suggestions for supervisors, and state regulations and responsibilities. Organization of the speech correction program includes screening and evaluation, scheduling, group and individual therapy, parent contacts, and equipment and supplies. The program outline in hearing deals with identification audiometry, goals for the school-age child, periodicity of testing, personnel needs, record keeping, program evaluation, referral criteria, recommended minimum standards of environment and equipment frequencies to be tested, intensity levels, and maintenance of equipment. Test methodology is described, and information is included on use and maintenance of hearing aids. A final section discusses professional personnel liaison; parent role; health, welfare, and rehabilitation services; speech and hearing programs and schools; and community information projects. Administrative records and clinical forms, standards and information for clinicians, rules for operation and maintenance of equipment, suggestions for teachers and parents, a 10-item bibliography, and a list of three instructional materials are included. (JB)

ABSTRACT 11254

EC 01 1254 ED 026 798
Publ. Date Jan 68 147p.
Goldman, Ronald
Lessons for Speech Pathologists.
Vanderbilt University, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-52-0450-6011
BR-6-2417

Descriptors: exceptional child education; instructional materials; speech handicapped; preschool children; speech therapy; visual stimuli; articulation (speech); auditory training; phonemics; phonetics; multisensory learning; kinesthetic perception; audiovisual aids; initial teaching alphabet; teaching methods; lesson plans; linguistics; story reading; auditory discrimination

Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

ABSTRACT 11255

EC 01 1255 ED 026 799
Publ. Date Jan 68 304p.
Goldman, Ronald And Others
Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.
Vanderbilt University, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-2-3252-0450-6011
BR-6-2417

Descriptors: exceptional child education; speech handicapped; family (sociological unit); instructional materials; preschool children; articulation (speech); initial teaching alphabet; teaching methods; parent participation; workbooks; multisensory learning; auditory discrimination; speech therapy; visual discrimination; phonemics; synthesis; auditory training; phonetic analysis

Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

ABSTRACT 11581

EC 01 1581 ED N.A.
Publ. Date 66 400p.
Smith, Frank, Ed.; Miller, George A., Ed.

The Genesis of Language; A Psycholinguistic Approach.
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS not available
The M.I.T. Press, Massachusetts Institute Of Technology, Cambridge, Massachusetts 02139 ($2.95).
Proceedings Of A Conference On Language Development In Children (Old Point Comfort, Virginia, August 25-28, 1965).

Descriptors: exceptional child education; language; child development; psycholinguistics; Russian; phonology; articulation; deaf; aurally handicapped; speech instruction; speech; communication (thought transfer); early childhood; infant behavior; behavioral science research; abstracts; conference reports; language research; verbal development; language proficiency; language ability; biological influences; language development

The proceedings of a conference on language development in children, the volume contains 15 papers. Attention is directed to the stages in the acquisition of grammar and phonology by children and to whatever biological and clinical evidence exists concerning the child's innate capacities for this acquisition. The papers include an introduction by F. Smith and G.A. Miller, developmental psycholinguistics by D. McNeill, comments on developmental psycholinguistics by D.I. Slobin, how to talk: some simple ways by J.A. Fodor, the acquisition of Russian as a native language by D.I. Slobin, and some questions on the child's learning of phonology by R.H. Weir. Also presented are the following articles: the study of articulation and language development during the early school years by M.C. Templin, the development of the phonological system in the normal and the deaf child by D.B. Fry, teaching the deaf child to speak by I.J. Hirsch, the natural history of language by E.H. Lenneberg, evolutionary aspects of language development and function by R.A. Chase, ontogenetic, genetical, and phylogenetic parallels between animal communication and prelinguistic child behavior by H. Kalmus, preparations for discussing behaviorism with chimpanzee by D. Premack and A. Schwartz, comments on preparations for discussing behaviorism with chimpanzee by P.B. Denes; and reflections on the conference by J.J. Jenkins. General discussions are given on the presentations by McNeill and Slobin, Fodor, Slobin, Weir, Templin, Fry and Hirsch, Lenneberg and Chase, Kalmus, and Premack and Denes. An appendix prepared by D.I. Slobin presents Soviet methods of investigating child language and 19 abstracts of Soviet studies of child language with a topical guide. (IM)

ABSTRACT 11679

EC 01 1679 ED 030 234
Publ. Date Jun 68 339p.
Stark, Richard B., Ed.

Cleft Palate; A Multidiscipline Approach.
EDRS not available
Hoeber Medical Division, Harper Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($16.00).

Descriptors: exceptional child services; physically handicapped; speech handicapped; cleft lip; cleft palate; medical evaluation; medical treatment; medical case histories; speech therapy; taxonomy; interdisciplinary approach; anomalies; auditory evaluation; language development; etiology; incidence; dentistry; social services; nursing; clinics

Nineteen articles present a multidisciplinary approach to the management of facial clefts. The following subjects are discussed: the history of cleft lip and cleft palate surgery; congenital defects; classification; the operation of a cleft palate clinic; physical examination of newborns with cleft lip and/or palate; nursing care; anesthesia; initial and secondary repair of cleft lip and cleft palate; repair of cleft alveolus; oral surgery; orthodontics; prosthodontics; and tonsillectomy and adenoidectomy. Also considered are hearing evaluation, airway obstruction, language and speech development, language, speech, and hearing therapy, postoperative evaluation of cleft palate surgery experimental techniques, social service, and etiological factors. Photographs, line drawings, and a 408-item bibliography are included. (LE)

ABSTRACT 11686

EC 01 1686 ED 030 241
Publ. Date 69 381p.
Van Hattum, Rolland J., Ed.

Clinical Speech in the Schools; Organization and Management.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.50).

Descriptors: exceptional child education; speech handicapped; speech therapy; speech therapists; program administration; teacher role; teacher attitudes; teacher responsibility; ethical values; school organization; school systems; administrator role; interdisciplinary approach; consultants; counseling; parent counseling; research methodology; scheduling; time blocks; educational facilities; classrooms; educational equipment; identification; teaching load; student records

Eleven articles, including an overview by Van Hattum, consider the nature of the speech specialist and his administrative responsibilities. The role of the speech clinician, as a professional person, is treated by Myfanwy Chapman; as a member of the educational team, by Frederick Garbee; as a consultant, by Gerald Freeman; as a counselor, by Charles Mange; and as a researcher, by Oliver Nikoloff. Aspects of professional planning of the speech clinician covered include program scheduling, by Van Hattum; planning time and facilities, by Lee Fisher; case finding, selection, and load, by Ronald Sommers; the therapy program, by Sommers; and reporting in the schools and to the community, by Fisher. (GD)

ABSTRACT 11901

EC 01 1901 ED N.A.
Publ. Date 66 34p.
Sayre, Joan M.

Helping the Child to Listen and Talk; Suggestions for Parents and Teachers.
Miami University, Coral Gables, Florida
EDRS not available
The Interstate Printers Publishers, Inc., 19 North Jackson Street, Danville, Illinois ($0.40).

Descriptors: exceptional child education; speech handicapped; aurally handicapped; teaching methods; speech therapy; identification

Suggestions and illustrations are presented for parents and teachers of children with speech and hearing problems. Descriptions of speech problems are given and suggestions are made for the development of good speech. Things not to do are also considered. Clues are listed which may indicate a hearing problem; recommendations for teaching the hearing impaired child and activities for home and school are provided. An appendix includes games to improve listening. (RJ)

ABSTRACT 12057

EC 01 2057 ED N.A.
Publ. Date 67 27p.
Johnson, Wendell

Speech Disorders and Remedial Speech Services.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 1, P1-27.

Descriptors: exceptional child education; speech handicapped; speech therapists; personnel needs; articulation (speech); voice disorders; stuttering; retarded speech development; aphasia; cleft palate; cerebral palsy; aurally handicapped; ancillary services; speech clinics

The need for speech specialists is presented; speech problems are defined; and different types of speech deficiency are distinguished. In addition, remedial speech services are discussed. (SN)

ABSTRACT 12058

EC 01 2058 ED N.A.
Publ. Date 67 54p.
Curtis, James F.

Disorders of Voice.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).

From Speech Handicapped School Children, Third Edition Chapter 4, P175-228.

Descriptors: exceptional child education; speech handicapped; voice disorders; speech therapy; acoustics; etiology; teaching methods; teacher role; physiology

Acoustics and voice production are explained, and the nature and causes of voice disorders are considered. Also, techniques and procedures in the treatment of voice disorders are presented and the classroom teacher's role is defined. (JD)

ABSTRACT 12059

EC 01 2059 ED N.A.
Publ. Date 67 64p.
Curtis, James F.
Disorders of Articulation.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 3, P111-174.

Descriptors: exceptional child education; speech handicapped; articulation (speech); speech therapy; teaching methods; teacher role; etiology; speech evaluation; auditory training; reinforcement

Disorders of articulation are classified, and the maturation of articulatory skills is discussed. Causes of articulatory disorders and maintaining and aggravating factors are also considered, as are examination and retraining procedures in the treatment of articulatory disorders. Methods are suggested for retraining, and the role of the teacher is described. (JD)

ABSTRACT 12060

EC 01 2060 ED N.A.
Publ. Date 67 83p.
Johnson, Wendell
The Clinical Point of View in Education.
EDRS not available
Harper And Row Publishers, 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 2, P28-110.

Descriptors: exceptional child education; speech handicapped; language development; personality; school role; educational methods; personality change; mental health; behavior change; teaching methods; physiology; educational history; individualized instruction

The history of special education for all exceptionalities is reviewed; consideration of education for the speech handicapped focuses on the physiological aspects of speech, speech as learned behavior, and speech in relation to personality. The following topics are also treated: the school as a mental hygiene agency, principles of personality adjustment for speech handicapped children, and the clinical point of view in education. (JD)

ABSTRACT 12061

EC 01 2061 ED N.A.
Publ. Date 67 101p.
Johnson, Wendell
Stuttering.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 5, P229-329.

Descriptors: exceptional child education; speech handicapped; stuttering; speech therapy; teaching methods; teacher role; incidence; etiology; speech evaluation; speech improvement; parent counseling; adjustment problems

Stuttering is defined, its incidence is estimated, and common questions regarding its causation are answered by citing research studies. Also considered are the onset and development of stuttering and remedial training for the stutterer by both speech clinician and classroom teacher. Procedures to be used in training the child and in counseling his parents are detailed. (JD)

ABSTRACT 12062

EC 01 2062 ED N.A.
Publ. Date 67 36p.
Brown, Spencer F.
Retarded Speech Development.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 6, P330-59.

Descriptors: exceptional child education; retarded speech development; language development; aphasia; teacher role; etiology; teaching methods; speech therapy; speech handicapped; language handicapped

Normal speech development is surveyed and causes of retarded speech development are discussed, including mental retardation, hearing impairment, motor difficulties, environmental factors, and other causes. Suggestions are provided for the classroom teacher; and aphasia is discussed. (SN)

ABSTRACT 12065

EC 01 2065 ED N.A.
Publ. Date 67 69p.
Edney, Clarence W.
The Public School Remedial Speech Program.
EDRS not available
Harper And Row Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($7.50).
From Speech Handicapped School Children, Third Edition, Chapter 9, P433-501.

Descriptors: exceptional child education; speech handicapped; speech therapy; interdisciplinary approach; program planning; teaching methods; educational methods; speech therapists; program administration; school services; recordkeeping

Remedial speech services in the public school system are considered; types of programs are listed; and the team approach to speech therapy is detailed. Also treated are the speech clinician's methods and procedures in starting a program and treating the child. Approaches to therapy are reviewed as are records and reports. (JD)

ABSTRACT 20139

EC 02 0139 ED N.A.
Publ. Date Aug 69 6p.
Van Riper, Charles; Erickson, Robert
A Predictive Screening Test of Articulation.
EDRS not available
Journal Of Speech And Hearing Disorders; V34 N3 P214-9 Aug 1969

Descriptors: exceptional child services; speech evaluation; screening tests; articulation (speech); predictive measurement; measurement techniques; speech handicapped; Predictive Screening Test of Articulation

The Predictive Screening Test of Articulation (PSTA) was constructed for the purpose of differentiating between first grade children who would overcome articulation errors without speech therapy, and first grade children who probably would not. The PSTA was administered to 180 first grade children judged to have functional misarticulations warranting speech therapy. These children were not scheduled for therapy, however, and in two years the articulation of each was reassessed. The distributions of PSTA scores in the sample population demonstrated a significant difference between children who did and did not attain mature articulation by the time they reached third grade. It was concluded that valid predictions could be made with use of the PSTA on new and independent populations of first grade children. Further research was recommended, taking into consideration types of articulation errors, new tests of oral, motor, and sensory characteristics, and of phonemic synthesis, analysis and discrimination. (JB)

ABSTRACT 20352

EC 02 0352 ED 012 129
Publ. Date 66 275p.
Kastein, Shulamith; Trace, Barbara
The Birth of Language; The Case History of a Non-Verbal Child.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: exceptional child education; language handicapped; learning disabilities; behavior; child development; neurological defects; cognitive processes; language development; retarded speech development; parent participation; case studies (education); perception; educational diagnosis; psychological tests; language tests; speech therapy; instructional materials; teaching methods

The history of a child with behavior and language disorders is given by the mother in conjunction with a speech pathologist. Written from a professional viewpoint, the case history presents medical, educational, physical, and social developments as they occurred from birth to 11 years of age. Testing procedures and results, diagnosis, and therapeutic techniques are presented with most of the therapy performed by the mother under the guidance of the speech pathologist. The child's drawings on the Goodenough Draw-A-Man Test and the Bender-Gestalt Test and a listing of materials used in the training program are included. (HK)

ABSTRACT 20414

EC 02 0414 ED N.A.
Publ. Date 66 398p.
Scott, Louise Binder; Thompson, J. J.
Talking Time.
EDRS not available
McGraw-Hill Book Company, Book Distribution Center, Hightstown, New Jersey 08520.

Descriptors: exceptional child education; speech handicapped; speech therapy; teaching methods; articulation (speech); speech improvement; speech instruction; speech evaluation; educational therapy; listening skills; speech skills; sensory training; story telling; poetry; auditory discrimination

Designed to aid in speech improvement and in the correction of articulatory speech difficulties, the book provides instructional materials for use by the classroom teacher, interested parents, or in some cases, speech correctionists. Speech problems and speech improvement are defined and general instructions are given for using the materials units. Instructions and exercises for sharpening sensory perception, listening, and relaxing are described; activities are included for each part of the articulatory mechanism. Twelve of the book's 16 chapters consider 24 speech sounds, with stories, poems, games, and activities given as well as instructions on their purpose and use. An index for organizing activities with a common theme and a bibliography of 37 references are provided. (JB)

ABSTRACT 20432

EC 02 0432 ED N.A.
Publ. Date 69 76p.
The Vocational Rehabilitation Problems of the Patient with Aphasia Workshop (Kalamazoo, Michigan, May 15-16, 1967).
Western Michigan University, Kalamazoo, Department Of Speech Pathology And Audiology
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
U. S. Depatrment Of Health, Education, And Welfare, Social And Rehabilitation Service, Rehabilitation Services Administration, Washington, D. C. 20201.

Descriptors: exceptional child services; language handicapped; aphasia; vocational rehabilitation; speech therapists; agency role; vocational counseling; counselor role; emotional problems; perceptually handicapped; social adjustment; neurological defects; receptive language; expressive language

The vocational rehabilitation problems of patients with aphasia are discussed with a view toward stimulating state vocational rehabilitation agencies to train special counselors to work with these patients. The report delineates the relationship of roles between speech pathologists, vocational rehabilitation counselors, and state and federal vocational rehabilitation agencies in dealing with vocational rehabilitation problems. Associated psychological, social, physical, and recepive and expressive language problems encountered in the rehabilitation of the aphasic are noted and a bibliography on vocational rehabilitation problems is presented. (KN)

ABSTRACT 20464

EC 02 0464 ED N.A.
Publ. Date 65 32p.
Pennington, R. Corbin; James, Elizabeth
For the Parents of a Child Whose Speech is Delayed.
EDRS not available
The Interstate Printers & Publishers, Danville, Illinois 61832.

Descriptors: exceptional child education; speech handicapped; family influence; speech therapy; family attitudes; family relationship; training techniques; speech improvement; verbal communication; imitation; readiness; etiology; retarded speech development; speech instruction

Written for the parents of a child with delayed speech, the booklet explains and describes speech in the home, how speech is learned, and the beginning of sounds and words. The responsibilities and the opportunities parents have for encouraging the speech growth of their children are discussed. Delayed speech is defined and nine causes are mentioned: low intelligence, brain damage, hearing loss, illness, poor speech in the home, accidents or shock, no need for speech, conflict in the home, and poor teaching. Suggestions for preparing the child for speech are given; speech readiness is explained; 18 suggestions of what parents can do for 4 and 5 year old children with retarded speech are listed, and 10 publications for parents are cited. (GD)

ABSTRACT 20818

EC 02 0818 ED 032 681
Publ. Date 68 112p.
Newman, Parley W.
Opportunities in Speech Pathology.
EDRS not available
Universal Publishing And Distributing Corporation, 235 East 45th Street, New York, New York 10017 ($2.95).

Descriptors: exceptional child services; speech handicapped; speech pathology; career opportunities; financial support; salaries; professional associations; certification; standards; professional personnel; professional services; professional education; fellowships; grants; voice disorders; articulation (speech); stuttering; aphasia; retarded speech development; careers

The importance of speech is discussed and speech pathology is described. Types of communication disorders considered are articulation disorders, aphasia, facial deformity, hearing loss, stuttering, delayed speech, voice disorders, and cerebral palsy; examples of five disorders are given. Speech pathology is investigated from these aspects: the services and activities performed; the salaries, demands, and advantages and disadvantages; the development of the profession; educational preparation including sources of financial aid; and requirements and job seeking. The American Speech and Hearing Association (ASHA) and related organizations are discussed. Also provided are a list of training programs in speech pathology, a bibliography, the ASHA code of ethics, and the ASHA certification requirements. (RJ)

ABSTRACT 20878

EC 02 0878 ED 028 576
Publ. Date 68 311p.
Lunin, Lois F., Ed.
Information Sources in Hearing, Speech, and Communication Disorders. Part I, Publications, Developmental Edition.
Information Center For Hearing, Speech, And Disorders Of Human Communication, Baltimore, Maryland
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; speech handicapped; language handicapped; annotated bibliographies; information sources; literature reviews; research reviews (publications); periodicals; publications; abstracts; indexes (locators); bibliographies; glossaries; dictionaries; textbooks; directories; guides; films

This guide to recent sources of published information in hearing, speech, and communication disorders lists 759 references. The items are arranged in nine major sections and are annotated except when reasons of processing prevent. The section on reviews covers hearing, language, speech, and additional reviews; the section on special serials contains review journals, annual and irregular review serials, status reports of laboratories, statistical survey series, translation serials, and publishers' series. Indexing and abstracting publications listed include indexes, abstracts, research in progress, and meetings; guides and directories cover members and individuals, societies and associations, centers and services, professional training, and funding. Additional sections contain core and cognate journals; hearing, language, speech, and cognate area bibliographies; English language, deaf language, and foreign language/English language dictionaries and glossaries; audiology, otolaryngology, and speech

pathology handbooks; and films and other media lists. An appendix cites publications from meetings dealing with hearing, the vestibular system, and language and speech. (JD)

ABSTRACT 20968

EC 02 0968 ED 033 508
Publ. Date 69 53p.
Sklar, Maurice
How Children Learn to Speak.
EDRS not available
Western Psychological Services, Editorial Department, Box 775, Beverly Hills, California 90213 ($3.25).

Descriptors: exceptional child education; language development; retarded speech development; preschool children; parent role; etiology; environmental influences; language handicapped; teaching methods; speech handicapped; verbal development; behavior patterns

Directed both to parents and to professionals, the manual explains factors involved in normal and abnormal language development. Language disorders are discussed, and methods and sources of help are described. (JD)

ABSTRACT 20979

EC 02 0979 ED 033 519
Publ. Date 68 319p.
Agranowitz, Aleen; McKeown, Milfred Riddle
Aphasia Handbook for Adults and Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.75).

Descriptors: exceptional child education; aphasia; language handicapped; teaching methods; adults; emotional problems; instructional materials; clinical diagnosis; audiovisual aids; auditory agnosia; expressive language; receptive language; speech therapy; word recognition; writing exercises; arithmetic; reading comprehension; diagnostic tests; visual perception; group therapy; auditory training

The occurrence of aphasia in adults and children is discussed along with therapeutic measures. An orientation of what aphasia is and the problems it presents for adults is followed by a statement of present methods of retraining. Consideration is given to an evaluation of defects, attitudes and techniques in retraining, group therapy, and utilization of personalized notebooks. Visual and auditory aids, auditory recognition, naming and recall, motor speech patterns, oral formulation, jargon and garbled language, reading recognition, and comprehension, writing, and arithmetic are also discussed. Special problems inherent in children are mentioned with information addressed to parents. Also included are presentations on the evaluation of defects, special techniques, group therapy involving children, therapy materials, training for visual and auditory recognition, naming formulation concepts, articulating, and reading, writing, and arithmetic. (JM)

ABSTRACT 21035

EC 02 1035 ED N.A.
Publ. Date 64 137p.
Robinson, Frank B.
Introduction to Stuttering. Prentice-Hall Foundations of Speech Pathology Series.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Descriptors: exceptional child services; speech handicapped; stuttering; speech therapy; speech improvement; etiology; behavior theories; fear; self concept; prevention; speech clinics; parent counseling; case studies

The text describes the disorder of stuttering and recommends various types of therapy. The problems of the student attempting to understand and acquire knowledge about stuttering behavior, and different theories about the origins of stuttering are explained, such as the servo theory, the conflict theory, the self-process theory, the evaluation theory, and stuttering as a neurosis. The transition from primary to advanced stuttering, and the concern, frustrations, and fears of the stutterer are discussed. Four case examples are presented to show secondary stuttering as a clinical problem requiring individualized treatment. Both direct and indirect methods of therapy for the prevention of stuttering such as the fear reduction and self-concept integration methods are explained and suggestions for parent counseling are included. Numerous search items are found throughout the text as references for the student. (GD)

ABSTRACT 21037

EC 02 1037 ED N.A.
Publ. Date 69 180p.
Wagner, Rudolph F.
Teaching Phonics with Success.
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; aurally handicapped; speech handicapped; auditory training; phonics; reading instruction; instructional materials; speech therapy; teaching guides; learning activities; educational games

Written for professional as well as lay people, the manual explores the teaching of phonics from both a theoretical and practical standpoint. Introductory material includes an explanation of the nature, function, limitations, and scientific aspects of phonetics. Individual differences in children are treated as well as motivational factors in reading and phonetics. Auditory training is defined with attention to auditory and acoustic impressions and sound discrimination. Activities provided for giving auditory training are rhymes, jingles, singing, foreign words, and outdoor activities. Information is given on speech problems which might be encountered in the classroom, with suggestions for encouraging good speech. A large section of the manual is devoted to activities for teaching phonetics. Complete instructions and/or reference materials for all teaching activities are given. (JB)

ABSTRACT 21472

EC 02 1472 ED 034 350
Publ. Date 68 76p.
Battin, R. Ray; Haug, C. Olaf
Speech and Language Delay; A Home Training Program.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: exceptional child education; language handicapped; speech handicapped; teaching methods; motivation; auditory training; parent participation; home programs; memory; visualization; aurally handicapped; language development; retarded speech development; parent role; speech therapy

Designed by the authors as an aid to parents of children with speech and language delay, the book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

ABSTRACT 21743

EC 02 1743 ED 035 122
Publ. Date Apr 69 654p.
Coates, Nadine And Others
Characteristics of Children Receiving Speech and Hearing Service in Los Angeles Area Schools. Final Report.
Los Angeles County Superintendent Of Schools Office, California
Office Of Education (DHEW), Washington, D. C. Bureau Of Research
EDRS mf,hc
OEG-0-8-070472-1732
BR-7-0472

Descriptors: exceptional child education; aurally handicapped; speech handicapped; language handicapped; speech therapy; hearing therapy; community programs; elementary grades; speech skills; speech pathology; hearing loss; statistical data; speech evaluation; auditory evaluation; hearing therapists; speech therapists; special services; conference reports; voice disorders; bilingual students; Los Angeles County; California

The characteristics of pupils receiving service in speech and hearing programs are presented in detail utilizing a newly developed standard case record. The evaluation of the strengths and weaknesses of the case record and the identification of areas in which school clinicians have difficulty obtaining information have been incorporated into the

project. The description of the project is in three parts. Volume I contains the results of a workshop for participating districts. The workshop examined the project data, identified problem areas, reported on related research and considered the role of the speech and hearing specialist in educational services. Volume II contains detailed descriptions of pupils in the complete caseloads of 212 school clinicians in 39 school speech and hearing programs in 1966-67. Volume iII consists of the results of three studies of clinician agreement and reliability. The studies represent a first step toward identifying critical areas of disagreement in assessing oral communication skills. The volumes are bound together in the form of a final report. (Author/WW)

ABSTRACT 21856

EC 02 1856 ED N.A.
Publ. Date Feb 70 13p.
McReynolds, Leija V.
Contingencies and Consequences in Speech Therapy.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N1 P12-24 Feb 1970

Descriptors: exceptional child services; speech handicapped; speech therapy; behavior change; reinforcement; negative reinforcement; conditioned response

A discussion of the often complex speech therapy session focuses on making the speech stimulus to be emphasized stand out through reinforcement. Without suggesting that consequent events alone will be sufficient to shape appropriate behavior, the paper concentrates on events that occur after the child responds. The problem of choosing and using reinforcers is explored with both positive and negative reinforcers receiving attention. (RJ)

ABSTRACT 21940

EC 02 1940 ED 036 919
Publ. Date 69 102p.
Craft, Michael
Speech Delay: Its Treatment by Speech Play.
EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($5.50).

Descriptors: exceptional child education; retarded speech development; parent participation; language development; handicapped children; physically handicapped; emotionally disturbed; aurally handicapped; minimally brain injured; stuttering; mentally handicapped; mongolism; deaf; teaching methods; twins; multiply handicapped; speech therapy; self care skills; special schools; professional personnel

Directed to parents, the text discusses normal and delayed speech development and considers the causes of delay. Suggestions are given for helping deaf, emotionally disturbed, brain damaged, and physically handicapped children. Additional suggestions are provided for parents of twins, of stutterers, and of mongoloid or multiply handicapped children. Directions are given for teaching the right words and for handling difficult ones. Speech play at school and special, self care, speech situations are described; the art of conversation and the parents' relationship with professionals are discussed. Appendixes list a suggested first 50-word vocabulary, speech exercises, and materials and equipment. (JD)

ABSTRACT 22436

EC 02 2436 ED 034 006
Publ. Date Dec 68 65p.
Ducker, Sam
Speech Therapy for Disadvantaged Pupils in Non-Public Schools. Evaluation of ESEA Title I Projects in New York City, 1967-68.
Center For Urban Education, New York, New York, Educational Research Committee
New York City Board Of Education, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; educationally disadvantaged; inservice teacher education; parent participation; parochial schools; private schools; speech evaluation; speech handicapped; speech improvement; speech therapy; program evaluation; Elementary and Secondary Education Act Title I; New York City

The New York City school district educational project was designed to provide speech therapy for educationally disadvantaged pupils with severely defective speech who were in attendance in nonpublic schools. The speech therapy was provided by 42 teachers for 7,385 children. Participants met for one-half hour in small therapy groups. The project ran from September 1967 to June 1968, with speech instruction beginning in October. The inservice training of the corrective speech teachers was useful and effective. Non-public school teachers, administrators, and parents were satisfactorily informed of and involved in the project. Those pupils whose records were examined in detail did show improvement in speech patterns, although the physical space in which the therapy was carried on was often inadequate and inappropriate. For a report on the 1966-67 project, see ED 026 756. (EM)

ABSTRACT 22466

EC 02 2466 ED N.A.
Publ. Date 69 343p.
Winitz, Harris
Articulatory Acquisition and Behavior.
EDRS not available
Appleton-Century-Crofts, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York 10016.

Descriptors: speech handicapped; psycholinguistics; articulation (speech); phonetics; language development; speech tests; programing; speech improvement

The book is designed to bring the study of articulation within the framework of present-day psycholinguistic thought. Three chapters discuss articulation acquisition with regard to the specific areas of prelanguage articulation in infants and young children, phonetic and phonemic mastery, and variables related to articulatory development and performance. A fourth chapter explores articulation testing and prediction. A final chapter deals with articulatory programing and describes a teaching machine built for articulation training. Extensive references are provided. (JB)

ABSTRACT 22629

EC 02 2629 ED N.A.
Publ. Date 69 56p.
On Stuttering and Its Treatment. Publication Number 1.
Speech Foundation Of America, Memphis, Tennessee
EDRS not available
Speech Foundation Of America, 152 Lombardy Road, Memphis, Tennessee 38111 ($0.25).
Derived From The Report Of A Conference On The Therapy Of Stuttering, Nassau, The Bahamas, Sponsored By The Speech Foundation Of America.

Descriptors: exceptional child services; speech handicapped; stuttering; speech therapy; speech improvement; behavior change; attitudes; conference reports

The proceedings of a conference on stuttering attended by scholars in the field are presented. Orientation material includes discussion and definition of the term stuttering, and objectives and design of therapy. Various phases in the therapeutic process are explored: essential information for the stutterer; altering stutterers' beliefs, attitudes, and feelings; providing positive speaking experiences; modifying undesirable reactions; improving adjustment; terminating therapy. A final section is devoted to personal comments for stutterers from each of the participants: Stanley Ainsworth; Lon Emerick; Henry Freund; Hugh Gregory; Wendell Johnson; Harold Luper; Albert Murphy; Joseph Sheehan; Charles Van Riper; Robert West; Dean Williams. (JB)

ABSTRACT 22668

EC 02 2668 ED N.A.
Publ. Date 69 246p.
Jones, Merritt; Pettas, Mary
Speech Improvement: A Practical Program.
EDRS not available
Wadsworth Publishing Company, Inc., Belmont, California 94002.

Descriptors: exceptional child education; speech handicapped; speech improvement; autoinstructional aids; self help programs; speech evaluation; phonetics; oral communication; pronunciation; speaking; speech skills; program guides

Written for students who desire to correct deviations of voice and diction, the book provides materials and procedures for self-improvement. Part One gives basic information about the speech process (speech production, phonetics, voice), dictionary use, and diagnostic

procedures. Part Two offers practice material for specific speech sounds, voice quality, and vocal variety. Each lesson contains an explanation of the speech element under study, followed by enumeration of possible deviations. Detailed practice material is included. Additional projects for carryover are appended. (JB/Author)

ABSTRACT 22887

EC 02 2887 ED 040 539
Publ. Date Jul 68 27p.
Coleman, Thomas; Langberg, George
An Automated and Programed Laboratory for Instruction in the Areas of Speech and Communication. Final Report.
Ossining Public Schools, New York
New York State Education Department, Albany, Division Of Research
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; speech therapy; programed instruction; autoinstructional methods; program evaluation; public schools; articulation (speech); educational methods; exceptional child research

An experimental public school speech therapy program is described, which offers automated, programed instruction in sound production and auditory training. The experiment includes self-teaching methods, as well as utilization of paraprofessional personnel under the supervision of a qualified speech therapist. Although the automated program was presented as a supplement to traditional speech therapy methods, an effort was made to evaluate its contribution to the accomplishment of therapy goals. Utilizing 28 subjects, the investigators compared articulation test scores of those who had received only traditional therapy with those who had received both traditional and automated therapy. Results indicated a significant improvement in articulation with those students who received combined treatment. Although the study was limited, it was felt that automated programing may represent an important instrumentality for accomplishing school therapy objectives. (JB)

ABSTRACT 23439

EC 02 3439 ED 041 409
Publ. Date 69 141p.
Speech Improvement and Language Development for Level Two.
Broward County Board Of Public Instruction, Fort Lauderdale, Florida
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; oral communication; language development; speech improvement; program guides; speech therapy; articulation (speech); instructional materials; phonetics; elementary grades

The manual was prepared for use by the classroom teacher who has the opportunity daily to incorporate oral language activities into subject matter. The program is to cover a two year period (level I for 5 and 6 year olds and level II for 7 and 8 year olds). The lessons have been planned as a supplement to daily classroom instruction. Three major units are presented, placing emphasis on listening activities or speech and language development; discussing the speech helpers including the proper use of the articulators; and teaching the consonant sounds used in the English language. Lessons include the introduction of the sound, discrimination, group participation, and additional activities such as riddles and stories involving the sounds. (Author/GD)

ABSTRACT 23487

EC 02 3487 ED N.A.
Publ. Date 70 38p.
Emerick, Lon L.
Therapy for Young Stutterers.
Northern Michigan University, Marquette, Speech And Hearing Clinic
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; speech handicapped; stuttering; speech therapy; parent counseling; program evaluation; objectives

Designed to aid public school speech clinicians in conducting therapy with young stutterers, the therapy program includes six major approaches: associate speech with pleasure, ventilate feelings and pressures, take the pain out of stuttering, make the mistakes more easily, associate fluency with communciation stress, and reinforce the fluency. Typical problems which confront a public school speech therapist and three commonly used, inadequate approaches are described. Specific items are suggested for use in parent counseling, and two case studies (successful and nonsuccessful) are presented. An evaluation of the program is included which mentions some of the problems encountered. (GD)

ABSTRACT 23510

EC 02 3510 ED N.A.
Publ. Date 65 168p.
Irwin, John V. And Others
Proceedings of the Conference: Communicative Problems in Cleft Palate. ASHA Reports, Number 1.
American Speech And Hearing Association
Public Health Service, National Institute Of Dental Research, Washington, D. C.
EDRS not available
Kenneth O. Johnson, Business Manager Of Publications, American Speech And Hearing Association, 1001 Connecticut Avenue, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child services; cleft lip; cleft palate; speech handicapped; conference reports; communication problems; anatomy; dentistry; medical treatment; audition (physiology); psychological characteristics; articulation (speech); research projects; research tools; speech

Proceedings of a three-day conference on communicative problems in cleft palate are presented. Robert F. Hagerty presented a paper on embryology, anatomy, and growth of the orofacial complex. James F. Bosma, H.M. Truby, and John Lind presented a paper on the upper respiratory actions of infants. A contemporary view of dental research was discussed by Edward J. Driscoll. Papers on cleft palate surgery techniques and audiological problems in cleft palate were presented by John Marquis Converse and Claude S. Hayes respectively. Edward F. Lis discussed other physical conditions in cleft palate. Also included are papers on the psychosocial aspects of cleft palate by Grant T. Phipps, effects on speech process of orofacial anomalies by D.C. Spriestersbach, photographic and radiographic procedures in research on speech by Kenneth L. Moll, studies of air flow and air pressure by James C. Hardy, and research techniques and instrumentation of electromyography by Franklin S. Cooper. (MS)

ABSTRACT 23520

EC 02 3520 ED N.A.
Publ. Date 68 163p.
Adler, Sol
The Non-Verbal Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.75).

Descriptors: exceptional child services; language handicapped; language development; child development; communication (thought transfer); etiology; therapy; clinical diagnosis; cognitive development; perception; concept formation

Intended for parents and unsophisticated students, the textbook is intended as a practical guide to the understanding of children with retarded language development. Specific therapeutic techniques used in habilitating non-verbal children are described. Specific topics covered are growth and development of communicative behavior, the brain mechanism and communicative behavior, symptoms of dysfunction (auditory, perceptual, conceptual, language, thought, motor) and their causes and testing for each dysfunction, differential diagnosis, and habilitation. Appendixes provide sample forms used to collect case history data and a case history and progress report on a nine year old minimally brain injured child. (MS)

ABSTRACT 23531

EC 02 3531 ED N.A.
Publ. Date May 70 6p.
Peins, Maryann And Others
A Tape-Recorded Therapy Method for Stutterers: A Case Report.
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N2 P188-93 May 1970

Descriptors: exceptional child services; speech handicapped; stuttering; speech therapy; electronic equipment; tape recordings; case records

A case report is presented to demonstrate a method of self administered stuttering therapy which utilizes a tape recorder and is designed primarily for home use. The case described was 13 when first seen and was a severe stutterer, receiving a rating of 7 on the Scale for Rating Severity of Stuttering. After nine months of speech therapy he scored 4 on the Severity Scale. The home tape recorder therapy was then begun on a daily basis. The eight therapy steps including masking the auditory feedback and shadowing are described. Five months later, his severity rating dropped to 2. Therapy was discontinued and after five more months he was rated as a very mild 1. He was enthusiastic about the recorder therapy and felt it contributed greatly to his improvement. If this technique is found successful after further controlled experimentation it could save the clinician much time, and lead to self administered therapy when stuttering therapy is not available. (GD)

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